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STANDING COMMITTEES OF THE ASSOCIATION

The Constitution establishes four standing Committees and also provides that the chairmen of these Committees be the four elected members of the Board of Directors, apart from the officers of the Association. The two remaining members of each of these standing Committees are appointed by the Board from among the Constituent members of the Association. The following are the members who have agreed to serve the Association on these standing Committees for the year 1957-1958:

Committee on Membership

Sr. Annette, C.S.J. (Chairman)
Sr. Digna, O.S.B.
Dr. Leo J. Hanvik

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Committee on Elections

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INDEX OF BOOKS REVIEWED

On the last page of the current issue of the NEWSLETTER will be found an index of the 26 books reviewed in the present volume. This figure brings to 206 the total number of books reviewed in the seven years during which the NEWSLETTER has been published. These 206 reviews were contributed by 111 different reviewers. Of these reviewers, 65 contributed a single review, while 23 reviewers contributed two reviews each, 11 contributed three, 6 contributed four each, 4 contributed five reviews each, while finally one reviewer was responsible for six reviews, and two reviewers for seven reviews each. The 111 different reviewers would represent 18 per cent of the Association membership.

It seems appropriate at this time to mention that complete sets of the NEWSLETTER are still available for 1955, 1956, and, of course, for the current year. A few copies of odd numbers remain for the years 1953 and 1954, but no copies of any issues remain for the earlier years. Similarly, complete sets of the NEWSLETTER Supplements have been exhausted but extra copies of the majority of the Supplements remain. Members and Subscribers might inspect their file of NEWSLETTERS, and if they are missing an issue of the NEWSLETTER or one of the Supplements, it will be supplied gratis upon request, provided, of course, that it happens to be an issue for which copies are available. A good supply of the cumulative index of the 180 books reviewed in the NEWSLETTER from 1951 through 1956, supplied at this time last year, is still available, and copies of this index will likewise be sent on request.

LUMEN VITAE

Members of the Association will find accompanying this issue of the NEWSLETTER a four page folder listing the contents of a special issue of LUMEN VITAE devoted entirely to Religious Psychology. This 200 page special issue is obtainable in this country from the Newman Bookshop, Westminster, Maryland, the price being \$1.50, postage included.

ACPA NEWSLETTER

Bimonthly publication of the American
Catholic Psychological Association

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LUMEN VITAE is the quarterly publication of the International Center for the Study of Religious Education. The Center itself was established in 1935 and is devoted to a study of the development of religious education from infancy to adulthood. The Center employs three chief means to the accomplishment of its aims: (1) Research. The study undertaken by the Center embraces the Christian message as it should be transmitted to men (theology), those to whom the message is to be conveyed (psychology), and their environment (religious sociology). Consideration is also given to the development of the most suitable pedagogical and didactic means of imparting this message without it being distorted. (2) Publication. The quarterly review of the Center, LUMEN VITAE, was founded in 1946, and since 1950 has been appearing in separate French and English editions. The Center also publishes in English and French the REPORTS OF THE INTERNATIONAL CONGRESSES ON CATECHESIS (Leopoldville 1955, Antwerp 1956, Bakavu 1957). (3) Pedagogy. The teaching of religion is furthered chiefly through

the foundation of the International Catechetical Year, a permanent institution comprising a one year post-graduate course in the teaching of religion. Students registered for the catechetical year 1957-1958 are drawn from 25 different countries, while the lectures, translated simultaneously into three languages, are given by qualified professors from ten different countries.

The International Center also works through the intermediary of associate national Centers, of which there are eight at the present time, and also by close collaboration with other national and international organizations, including UNESCO. Headquarters of the Center are located at 184, rue Washington, Brussels, Belgium.

PLACEMENT OPPORTUNITIES

Assistant clinical psychologist or psychology interne: Male preferred; immediately; M.A. minimum; salary, dependent upon qualifications, plus living quarters and meals. Diagnostic testing, teaching student nurses, actively participate in all staff and training conferences, research is encouraged and time is available. Excellent position for person who needs time to complete doctoral dissertation or for a trainee. Close supervision of testing is available. This 300 bed psychiatric hospital is operated under the auspices of the Sisters of Charity and is under the direction of Leo H. Bartemeier, M.D., and has a large visiting staff of eminent psychiatrists and psychoanalysts. For further details apply: Peter T. Pompilo, Ph.D., The Seton Psychiatric Institute, Baltimore 15, Md. Internship in clinical psychology: The Department of Clinical Psychology, Reiss Mental Health Pavilion of St. Vincent's Hospital of New York announces that one internship in clinical psychology is still open for the year 1957-1958. Applicants matriculated in a Ph.D. program may contact Walter J. Coville, Ph.D., Director, Psychology Department, St. Vincent's Hospital, New York 11, N. Y.

NEWS BRIEFS

ABOUT ACPA MEMBERS: It is with great regret that we record the death on August 10th of Rev. Alexander P. Schorsch, C.M., of De Paul University, Chicago. Father Schorsch was a charter member of the Association and his death is a great loss to Catholic psychology. R.I.P. Miss Vera D. Denty, English member of the ACPA, who has become well known by reason of her lectures in this country for the past two years, will be returning for another lecture series from February 1st to 28th, 1958. Arrangements for lectures by Miss Denty are being made by Maurice Leahy, President of the Oriel Society, 108 East 78th Street, New York 21, N.Y. Sister Marian Dolores of Marylhurst College, Oregon, has been made a diplomate in clinical psychology by ABEPP. In the past two months Dr. James J. Cribbin, of New York University, has spoken at Teachers Institutes for the dioceses of Buffalo, Covington, Newark, and Providence. His talks have been on counseling, the organization of a guidance program, and the teacher's role in guidance. Rev. William C. Bier, S.J., of Fordham University, and Rev. Charles A. Curran, of

TRAINING FOR THE PRIESTHOOD AND PERSONALITY PATTERNS

John B. Murray, C. M.
St. John's University

A number of research studies have sought to delineate the personality of the typical seminarian. Whereas the personality tests employed have varied, generally these studies have reported seminarian personality scores elevated above usual test levels and indicative of less favorable psychological adjustment. Recently, however, scores of college students on personality tests, developed on groups—large, have been found to be higher than expected by the test constructors. Seminarians undergo college-level training in their preparation for the priesthood. It seemed possible then that the higher personality test scores of the seminarian groups might be traceable to the influence of the seminary training which they receive.

In order to determine the influence of such seminarian training, four groups of subjects were selected: (1) a group of 100 Catholic college men who would have a zero amount of the training for the priesthood; (2) 100 minor seminarians, who have received at least two years of college training and one year of seminary; (3) 100 major seminarians, all of whom have passed through college and the minor seminary stage of training; (4) 100 Catholic priests. The seminarian and priest groups were evenly divided into diocesan and religious members.

To insure homogeneity of the groups in all respects except the influence of varying amounts of seminary training, all subjects were required to be unmarried members of the white race, educated in United States schools, Catholics from the North, and finally, college-level students. The age variable could not be controlled experimentally, but the subjects were statistically equated for age by analysis of covariance.

The experimental design permitted evaluation of the cumulative influence of priesthood training on personality test patterns in the following ways:
(a) Since the college group constituted a zero point in terms of training for the priesthood,

significant differences in personality test scores between the college group and the seminarian or priest groups would reveal the influence of training for the priesthood.

(b) Significant differences between minor and major seminarians would indicate the cumulative influence of training for the priesthood, since these two groups differed only in amount of training for the priesthood.

(c) Significant differences between seminarians and priests would also indicate the influence of training for the priesthood, since the priests were products of the complete seminary training.

(d) Finally, significant differences between the diocesan and religious groups at the major seminarian level would further reflect the influence of seminary training, since the religious members receive two extra years of novitiate training interpolated between the minor and major seminary stages.

All subjects participating in the present research were administered a battery of three tests in the personality area. Bier's Modified Version of the Minnesota Multiphasic Personality Inventory (MMPI) was employed because it is the only multi-dimensional personality inventory empirically adapted for use with the groups to be studied. Three scales of Strong's Vocational Interest Blank (VIB) were used: two of the standard scales, namely, Interest Maturity and Minister, and a third scale developed on and for Catholic priests and priest-candidates, known as the Clerical Scale. These three scales had been used in previous studies with seminarian and priest groups. Finally, a relatively new personality test, the Guilford-Zimmerman Temperament Survey (GZTS), was added to the battery, because it had the advantage of being developed on and for college-level students.

The MMPI revealed test profiles which followed a similar configural pattern for all groups, though the magnitude of deviations on specific scales differed from one group to another. The MMPI means for all groups tested were generally elevated above

the means established according to the test norms for the population-at-large. The homogeneity of all the groups tested, particularly the fact of their being college-educated groups, was offered in explanation both of the similar and the elevated profiles. Since the configural patterns secured by subjects training for the priesthood agree with those obtained by college students, there would seem to be no more reason for interpreting the personality profiles of priest-candidates as indicative of poorer psychological adjustment than there would be for so interpreting the profiles of college samples in general.

An over-all view of the subscale scores on the MMPI indicated that the personality traits typifying the groups tested fell into two broad categories. First, there was a general tendency toward introversion for all groups, including the college group. Second, a drive for achievement was associated with some perfectionistic tendencies and some degree of psychological insecurity. These tendencies, which were present in all the training groups, reached their peak with the major seminarians, tapering off with the priests.

The general similarity of profile pattern found with all groups on the MMPI obtained with the VIB scales as well. The Minister scale did differentiate major seminarians and priests from collegians. The Clerical scale, even more than the Minister scale, differentiated significantly all priesthood candidates and priests from collegians. There is corroborative evidence, therefore, for the claim that this scale can be employed to screen groups of candidates for the priesthood, even at the minor seminary level.

On the GZTS all groups obtained mean scores close to the scale means. High and low mean scores were shared about equally between priesthood training groups and collegians. The scores of the GZTS, as a test standardized on college groups, thus confirm the conclusion drawn from the MMPI results, namely, that the test norms of the MMPI, rather than the samples tested, are the source of psychologically deviant scores for seminarian groups.

The GZTS profiles for the various groups did not follow a similar configural pattern, as in the case of the MMPI. Here, the differences among groups were both quantitative and qualitative. The qualitative differences confirmed the introversive tendencies of the seminarians and to a lesser extent those of the priests.

Good personal relations and friendliness were also predominant aspects of the seminarians' and priests' personality according to the GZTS data. Emotional Maturity distinguished the priests' personality significantly from all the other groups tested. In terms of quantitative differences the G scales confirmed the results of the MMPI with respect to the relationship between personality test scores and training for the priesthood. Greater amount of priesthood training was connected with a greater number of significant differences between the collegians, taken as a base line, and each succeeding stage of priesthood training. The division of the major seminary and priest groups into members of the diocesan and religious clergy also supported the hypothesis of a relationship between training and personality test scores. A larger number of significant differences was found on the GZTS between the college group and the religious major seminarians and priests, than between the same group and the diocesan major seminarians and priests.

In summary, this investigation demonstrated that the factor of training for the priesthood was related to personality test results. In addition to training, it was recognized that other factors undoubtedly contributed to personality test modifications, such as personality characteristics of those attracted to the priesthood in the first place, and situational factors such as the restrictive atmosphere of the seminary and the probationary status of the seminarian.

A contribution of more general application emerging from the present study is the demonstration that profiles of priesthood training groups follow, in general, the same configural patterns as those of college-educated groups. When looked at as an isolated group, the deviant profiles of seminarians on tests like the MMPI might be suggestive of psychologically questionable adjustment. When, however, personality test standardized on college groups, the GZTS, was used, priesthood training groups score very close to the test norms. The personality profiles of priesthood groups on tests like the MMPI are thus interpretable as functions of the test norms rather than the groups tested.

Reference: Murray, John B., C. M. Training for the Priesthood and Personality and Interest Test Manifestations. Unpublished doctor's dissertation, Fordham University, 1957.

Loyola University, Chicago, participated in the Gallahue Conference on Religion and Psychiatry at the Menninger Foundation, Topeka, Kansas, November 6-7.... Sister Annette Walters, C.S.J. of the College of St. Catherine in St. Paul, assisted in the evaluation of the education program of the Minnesota Association for Mental Health at an Association Board of Directors meeting on September 11th. On October 22nd she spoke on "Emotional Aspects of Nursing" at an Institute held at the Center for Continuation Study at the University of Minnesota.... Rev. Louis Gaffney, S.J., of Seattle University, is on a state-wide Committee to administer the Horst-Dvorak college grade prediction battery to all high school seniors in the State of Washington. The battery was developed at the University of Washington and represents over 20 years of work and \$100,000 in research grants. It was administered to Catholic high school seniors last year under Fr. Gaffney's direction.... On September 6th Dr. Paul J. Centi, of Fordham University, gave two lectures at the Pre-Registration Faculty Conference of Centenary College, Shreveport, La. The talks were concerned with the pre-college Basic College Skills Program developed at Fordham.... Br. Philip Harris, O.S.F., of St. Francis College, Brooklyn, has recently been appointed as chairman of Public Relations for the Health Careers Committee of the Community Council of Greater New York.... Dr. Thomas C. Campanella, of Villanova University, is serving in an advisory capacity to the President of the newly-founded Cabrini College, in Wayne, Penna.... Dr. Edward T. Jordan, of Indiana State Teachers College, has been elected vice-president of the Indiana Society for Crippled Children and Adults.

CHANGES OF POSITION FOR ACPA MEMBERS: With the close of the past academic year, Dr. Eugenie A. Leonard, Professor of Education and first Dean of Women at the Catholic University of America, retired from active University service. After a distinguished teaching and administrative career elsewhere Dr. Leonard came to the Catholic University in 1939.... Dr. Walter J. Limbacher is now Chief of the Clinical Psychology Service at Fitzsimmons Army Hospital, Denver.... Rev. Robert Fehr, C.B.S. after his doctoral studies at Fordham University is now teaching at Assumption University, Windsor, Ontario, and Rev. Maurice A. Record, C.B.S. has transferred from Aquinas Institute in Rochester to join the staff of the same department.... Dr. Boleslaw A. Wysocki has transferred from Alliance College to Merrimack College, North Andover, Mass.... Dr. James M. Joyce has resigned as clinical psychologist with the Mental Health Clinic of Wayne County and is now devoting most of his time to private practice; he is, however, also lecturing at Wayne University and Marygrove College.... Louis T. Lepine, clinical psychologist at the Coatesville VA Hospital, has been appointed to a part time position as instructor in psychology at Villanova University.... Hans G. Furth is working at the Clark County Guidance Clinic in Washington State and is continuing his doctoral studies at the University of Portland.... Rev. Edward W. Hogan, C.S.Sp. has taken up his duties as instructor in psychology at Duquesne University, Pittsburgh, after his doctoral studies at Fordham University.... Sister Mary, I.H.M., of Marygrove College, Detroit, has a temporary leave of absence from her teaching post in order to make a study of child guidance clinics in various States.

BOOK REVIEW SECTION

Hall, Calvin S. and Lindzey, Gardner THEORIES OF PERSONALITY. New York: Wiley, 1957. Pp. x+572. \$4.00.

This, to paraphrase Dr. Hutchins, is not a good book on theories of personality; it is just the best there is. Among the reasons for not regarding it as good are:

1) An introductory and a final chapter heavy with the biases of armchair logical positivism. These feature the customary confusion of empirical reference with definition, and equivocate shamelessly on the concept of "utility" or "generation of new research" as applied to a theory. When the hypothetico-deductive model is stretched to include "arousing of disbelief" as a prime function of hypotheses, the term "scientific" is, I fear, being used in a purely incantational sense.

2) An incognizance of the history of ideas prior to 1900, which renders defective their appreciation of thinkers like Fromm and Allport whose historico-philosophical roots are deep.

3) A lack of assurance in matters statistical which makes their treatment of factor theorists both superficial and uncritical.

4) Uneven style, ranging from the inelegantly colloquial to the needlessly technical, with many a garbled metaphor thrown in ("not ready yet to jettison a viewpoint...so tremendously fruitful").

5) Occasional tendency to substitute syncretic summary for critical synthesis in presenting a theorist's views. I felt that Rogers was most sinned against here.

6) Compulsive small-order politicking in alphabetizing virtually all lists of names, e.g. "Aquinas, Bentham, Comte, Hobbes, Locke, and Machiavelli"; "Charcot, Freud, Janet, McDougall, and Stern." After a while, these lists take on a perseverative quality that is almost catatonic.

It is the best book there is on the subject because it does present a sympathetic and on the whole adequate account of virtually all the important contemporary theories of personality, with appropriate biographical information, and a lively, if seldom profound, critique for each. Lindzey and Hall indeed achieve far more than adequacy on Freud, Adler, Murray, and Sheldon, and can be commended here for fine empathetic reporting. In no other volume is so much material, derived from original and even personal sources of personality theory, brought together and packaged so neatly for undergraduate consumption. Though I quarrel with the book on a dozen major counts, I find it indispensable for my senior-level course in Personality. To judge by the publisher's figures, I am not alone in this.

In summary, Hall and Lindzey have performed a neat and needed job in presenting contemporary theories of personality. If it is in some respects a slick and shallow one, it is still useful for undergraduate teaching, and may pave the way for a better synthesis of research and criticism, comparable to that accomplished by Allport twenty years ago in his Personality, A Psychological Interpretation.

Marquette University
Milwaukee, Wisconsin

Raymond J. McCall

Pikunas, Justin FUNDAMENTAL CHILD PSYCHOLOGY. Milwaukee: Bruce, 1957. Pp. xviii + 259. \$3.50.

The scarcity of texts on Child Psychology written by Catholic authors should make the appearance of this additional one a cause for rejoicing. And in several aspects the author justifies expectations, since he has organized his material into four definite areas which explain the main objectives of modern child psychology. For example, Part One contains a short history of the development of child psychology; a clarification of basic concepts and terms; a description of methods and techniques in the study of the child and the principles of human development. Part Two describes human developmental periods from fertilization to puberty with the added excellent feature of including abnormal as well as normal tendencies. Part Three explains the basic patterns and the significance of major developmental phases, while Part Four concentrates on the concept of self and personality formation.

Comprehensive in scope, yet almost too brief in treatment, this book covers every phase of infant, baby and child development not only with descriptive data but with suggestions to the parent and teacher for meeting the needs of the child at each stage of growth. In every aspect the author manifests his awareness of sound psychological principles which he bolsters with numerous references to recent American and European research. To illustrate his theories and data he has numerous diagrams, charts, tests--some of his own construction--case studies and pictures.

Unlike some other texts where religion permeates the whole, here one chapter concerns itself with moral and religious experience, although references to morals and religion do occur elsewhere occasionally.

A unique feature at the end is a recapitulation of the contents. This with questions for discussion for each chapter, an excellent bibliography, a list of audio-visual materials and a glossary make of the entire book an acceptable and valuable text.

College of Saint Elizabeth
Convent Station, New Jersey

Sister Loretta Maria Sheehy, S. C.

Lofquist, Lloyd H. VOCATIONAL COUNSELING WITH THE PHYSICALLY DISABLED. New York: Appleton-Century-Crofts, Inc., 1957. Pp. xiv + 381. \$5.00.

The concepts of this book are embedded in well accepted current principles of "counseling psychology", adapted to work with the handicapped, and reflecting the fairly recent evolution of counseling psychology from "counseling and guidance." A significant indication of the emerging awareness of the counseling psychologist in rehabilitation is shown in the first major section of the book which deals with a direct study of the psychologist's relationship to other members of the hospital staff and to outside agencies. The author defends the viewpoint that counseling psychology is a specialty in its own right and should not be fused with present-day clinical psychology.

The second major section of the book deals with seven specific disability groups: diabetic, amputee, heart, hypertensive, paraplegic, cancer, and skin. These groups provide excellent material to show the difference in working with various groups of disabled, and also to underline the more basic similarities which derive from the fact of counseling with people. The exposition on each group is sound, and given with the practical flavor infused into the whole book. The chapter attempting to justify the choice of these seven groups is open to question. It seems better to accept each chapter as a contribution in itself, with the total material serving to illustrate the variations in basic counseling procedures, and providing fuller appreciation of the complexities in counseling the disabled. One is left with the impression of the inevitable need to proceed with each client in an individualized manner.

The third major section of the book is devoted to the counseling process, written in terms of general guides of practical courses to follow, and others to avoid. The treatment reflects accurately the present stage of development of rehabilitation counseling, with its lack of a comprehensive and useful theory of counseling that may be used with all the handicapped. In one part of the third section the author states that "...all counselors should be compulsive about using standardized test directions....". This reviewer believes more flexible testing gives helpful insights not otherwise possible. More flexible "clinical" evaluation seems better adapted to some of the cerebral palsied, emotionally disturbed, mentally retarded, epileptic, deaf, and blind, that is, in all cases where the disability and other conditions within the individual interfere with the expectations of standardized modes of testing.

Although the major locus of experience for the book is a veterans hospital, general principles apply in other rehabilitation settings. However, specific practices in other settings will vary, sometimes to an extent appreciable enough that this book cannot speak of rehabilitation counseling in a comprehensive way. The latter kind of book cannot be written until we have many more lengthy and equally illuminating treatments of counselors' functions in other settings, and after we can assess the significance of the present surge of new and expanding developments in the field.

As would be expected, there is no reference to the influence of religious beliefs and personal value systems in the adjustment to handicaps. Counselors working with persons in first stages of adjustment after incurrence of a disability often speak of its importance. Perhaps a member of ACPA will be sufficiently interested to write on this problem and remind others of the great possibilities of religion in the development of a well-rounded psychology.

U. S. Office of Vocational Rehabilitation

Salvatore G. DiMichael

Frandsen, Arden N. HOW CHILDREN LEARN: AN EDUCATIONAL PSYCHOLOGY. New York: McGraw-Hill, 1957. Pp. xiv + 546. \$5.50.

Were it not for the specification indicated by the latter half of the title, the reviewer would find it difficult to classify this book. There are educational psychology textbooks, and good ones, which are primarily presentations of general psychology bolstered by applications and illustrations from the field of education. There are others, and excellent ones, which present educational psychology as derived from the social science of education and the discipline of psychology and which concentrate on the study of the human person as a learning being. Finally, there are those books which attempt to "cover the waterfront" of education and psychology spreading content over so vast an area that neither field is treated adequately, with consequent frustration

both to teacher and to student. Regrettably, **HOW CHILDREN LEARN** seems to belong to the last category.

The treatment of the topic of motivation is typical of the author's general approach to psychological problems of education. Covering 38 pages (of a 546 page book), the chapter on motivation concentrates on practical application of research findings, devoting only four pages to a summary of motivational theory as such, with a listing and a half page discussion of Maslow's hierarchical list. Again, the second chapter under the title of "Learning: An Integration of Theories," evolves, from a brief description of conditioning, connectionism, and Gestalt principles, the two factor theory of learning presented in operational terms, which adds up to no theory at all. The place of theory in the scientific development of psychology is dismissed with Guthrie's remark that "theories are not true or false, they are useful or not useful."

Repeatedly throughout the book one is confused and distracted by lengthy applications to classroom situations of principles sparsely developed and briefly described. Chapter IV, for example, on "Teachers Guidance of Learning Activities" contributes little to an understanding of conditions conducive to learning but discusses at length (pages 92 to 137) the methodology of teaching specific arithmetic skills.

Tests of scholastic aptitude are treated in a single chapter which describes the Stanford Binet and WISC tests in terms of respective means and standard deviations. Although the book is replete with half page photographs of classroom scenes, there is no space allotted to diagrams or charts which might help to clarify these and other statistical concepts. Among group tests of intelligence Davis-Eells Games are given priority of position and space, although at the end of the discussion one reads that the validity of the test is limited (p. 369). Treatment of test validity and reliability is inadequate, and there is little attention given to the problems of interpreting test scores.

This is not to say that **HOW CHILDREN LEARN** is without merit for uses other than courses in educational psychology as such. In those schools dedicated to the concept of integrated education courses--Foundations of Education, for example--instructors can well be grateful for a book of this kind, applying principles extensively to the processes of learning in the elementary school. There are enough reports of research, and sufficient references to the elementary school subjects to suggest that Frandsen's book will be a welcome addition to the sparse literature in this field. It is too bad that the title does not point the book in that direction instead of to educational psychology.

Mount Saint Joseph, Ohio

Sister Barbara Geoghegan, S.C.
Director of Studies, Sisters of Charity

Kahn, Robert L. and Connell, Charles F. **THE DYNAMICS OF INTERVIEWING**. New York: Wiley, 1957. Pp. viii + 368. \$7.75.

Although this book is written primarily for the interviewer engaged in social and business research, it has much useful material to any professional person who uses the interview as a basic tool in a profession. In this latter sense the non-psychologist or religious who uses the interview in any phase of church work, or the Catholic professional man, such as the physician or lawyer, can profit from the material contained herein.

The first part of the book deals with mechanics and philosophy of using the interview as a tool. The second part of the book contains selected typescripts of various kinds of recorded interviews.

In the first part of the book the authors develop the idea of the interview as a means of communication and discuss psychological elements of interaction involved in this communication. The authors base much of their presentation in these chapters upon the work of Rogers and Lewin, although they rightfully point out that their proposals for the information-getting interviews are not truly Rogerian. The Catholic cannot disagree with their concept of the worth of the individual and his right to self-direction in the interaction of the interview, whether interviewer or interviewee. It is the attempt to influence the other person as indi-

cated in the chapters dealing with "motivating the respondent" and "probing to meet objectives" that may raise questions among Catholics.

This reviewer would like to commend the authors of the book for a good presentation of the dynamics of interviewing in language the non-psychologist can understand. In this sense the book should be worthwhile reading to the Catholic in a profession based upon relationships with people, whether that Catholic is a religious or a lay person.

The sections illustrating failure of communication between the interviewer and the person being interviewed illustrate simple, but fundamental failures in everyday practice of such a profession. These are ways in which the priest, the physician, the teacher can become aware of errors in relationships with others and start to improve their methods of listening as well as talking. The authors rightfully emphasize the real problems of inferring meaning from what another person says in an interview.

The second part of the book contains sample interviews from medicine, personnel work, a supervisory situation and social work. The value of these will vary according to the needs of the reader, but they are useful as examples of the variation in information-getting interviews.

The University of Kansas

William C. Cottle

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March 1, 1957

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